



**I. COURSE DESCRIPTION:**

This course develops communication skills in reading, vocabulary development and writing. Contextual paragraph writing is introduced. It also reinforces and further develops communication skills in reading comprehension, spelling and grammatical principles. In this course, the principles of writing are taught through the writing process (drafting and revision). Résumé and cover letter writing are also addressed. This course will help students to develop the fundamental communication skills required for entrance into the ACE Communications (grade 12 equivalency) Academic Upgrading program.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Read with understanding for various purposes: analyze, synthesize, make reasoned judgments, and draw conclusions about ideas, information, including the writer's perspective and bias, and the use and impact of stylistic devices in texts that are complex in form, content, and style. To do this, the reader uses a wide variety of appropriate and efficient strategies, including a deeper application of personal experiences and knowledge and a familiarity with complex forms and conventions, including stylistic elements.

Potential Elements of the Performance:

- Use a wide variety of complex strategies (work origins, derivations, and analysis) to decode new vocabulary independently.
- Draw more deeply on personal experiences and on a much wider variety of reading experiences to gather meaning from the text.
- Select appropriate reading strategies (skim, scan).
- Read a multi-paragraph text that contains challenging and complex subject matter with personal and/or general relevance and has levels of meaning and interpretation and a number of unfamiliar words
- Identify the main idea and explain how the details support the main idea; identifies important elements of fiction and follows complex written instructions.
- Question and evaluate ideas; use structural and visual elements to make reasoned judgments; make more complex inferences.
- Recognize social and cultural influence and bias in writing.
- Compare and evaluate the organization and detail of different texts representing the same story or topic.
- Clarify/broaden own point of view by examining ideas of others;

expresses personal opinion based on increased understanding.

2. Write clearly to express ideas: write for a wide variety of different purposes and audiences, using a wide variety of complex forms and organizational approaches with appropriate and precise supporting details to convey a main idea creatively and logically. The writer uses a style that reinforces the purpose and engages the audience, as well as complex grammar, punctuation, and spelling.

Potential Elements of the Performance:

- Write, using appropriate voice, for a variety of purposes (business and cover letters and résumé; evaluate and analyze).
- Create well-developed paragraphs using the rhetorical modes with effective supporting ideas and, if appropriate, opinions, quotes and statistics.
- Organize info and ideas creatively and logically to convey one main idea in well-linked, well-developed paragraphs. Include documented source and media materials when appropriate.
- Revise independently.
- Use voice, vocabulary and special terminology to reinforce purpose and connect with audience with sophistication and effectiveness.
- Use wide variety of sentence types and structures with conscious attention to style.
- Effectively use standard case for pronouns, complex punctuation and word choice.
- Confirm spelling of difficult, unfamiliar words by using word knowledge and resources; use generalization and knowledge of word formation to spell technical and unfamiliar terms.

**III. TOPICS:**

1. Reading
2. Writing

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- *Improving Vocabulary Skills, Short Version, 4<sup>th</sup> Ed.* S. Nist and C. Mohr. Townsend Press (2010).
- *Ten Steps to Improving College Reading Skills, 5<sup>th</sup> Ed.* J. Langan. Townsend Press (2008).
- *English Skills with Readings, 4<sup>th</sup> Can. Ed.* J. Langan, S Winstanley, C. Jewell. McGraw-Hill Ryerson (2009).
- Various modules provided by Academic Upgrading

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Reading comprehension assignments and quizzes	20%
Vocabulary quizzes	5%
Grammar, punctuation and mechanics quizzes	20%
Paragraph and essay writing assignments	55%

The following semester grades will be assigned to students:

<b>Grade</b>	<b><u>Definition</u></b>
A+	90 – 100%
A	80 – 89%
B	70 - 79%
F (Fail)	69% and below
W	Student has withdrawn from the course without academic penalty.

**VI. SPECIAL NOTES:**Attendance and progress:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students can be withdrawn from the Academic Upgrading program for non-attendance and/or lack of progress. See the Academic Upgrading policies and procedures for more details.

Calendar:

This course is a continuous intake course; therefore, the typical “semester” guideline does not apply.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.